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ABSTRACT

This curriculum guide for nutrition education grade 2, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Careers in health and food production are also identified. Each lesson involves an activity using oral communication skills and sometimes illustrative, dramatic, or written skills. Several duplication masters are included. (RE)

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Making Nutrition Education Count

A Guide for Nutrition Education K-6

JULY 1975

Prepared by Patricia Kratky, R.D. and Lois Haigh with assistance in development of the curriculum format from LaVonne Elsbernd.

The curriculum has been developed as a Pilot Project with funds provided by the Minnesota State Department of Vocational Education under the direction of Audrey Grote, Vocational Program Supervisor, Consumer-Homemaking, in cooperation with the Clay County Vocational Cooperative Center. The project administrator was Melvin O. Salberg.

CLAY COUNTY VOCATIONAL COOPERATIVE CENTER
2323-16 Avenue South, Moorhead, MN 56560

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Many suggestions from all of these teachers have been incorporated into the lessons contained in this curriculum.

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MAKING NUTRITION EDUCATION COUNT

Only a half century ago, the science of nutrition was born in test tubes and animal experiments. Early knowledge demonstrated the effect of nutrition on health with remarkable clarity. Recent research has expanded the consequences of inadequate nutrition. Using recent accurate information to influence personal habits demands that the information be presented to every individual in an understandable and meaningful manner.

An infant's eating patterns becomes the adult's eating habits. The longer an imperfect pattern is continued, the more difficult it becomes to incorporate accurate information into the pattern. Helping the *elementary* student to incorporate accurate nutrition information into his life style becomes the goal of nutrition education.

Today's child has significant control over his eating pattern. Breakfast foods are often chosen by children. Family values toward sleep and family schedules may force the child to prepare breakfast for himself. Pocket money is often spent for self-selected snacks and meals. Some children prepare meals when the pressure of family schedules allow only individual sandwich meals. Nutrition education must influence these existing areas of decision for children to be meaningful to them.

WHAT IS NEEDED

Many factors influence an individual's dietary decisions. Thirteen of these factors were included in the concepts for this curriculum. While the concepts are related to each other, a given progression is not necessary to build to the final decision-making skill. The concepts follow groupings: affecting the health of the individual, the individual's social background and the individual's personal resources.

CONCEPTS AFFECTING THE HEALTH OF THE INDIVIDUAL

Affecting bodily well-being through nutrition
Affecting dental health through nutrition
Models for diet selection
Controlling bacterial growth in foods
How to keep foods safe temporarily
Treating foods to prolong safe usage

CONCEPTS AFFECTED BY SOCIAL BACKGROUND

Ethnic food traditions
Family food customs
Effects of peer influence on food habits
Effects of advertising on food choices

CONCEPTS AFFECTING PERSONAL RESOURCES

Supply of money affects food choices.
Accessibility of food affects food choices
Preparing food in different ways

HOW TO FIT IT IN

Each concept is taught in one lesson which usually is finished in slightly more than one half hour. More than one concept is taught in some lessons. The primary grades develop awareness in each of the factors influencing nutrition. The upper elementary grades apply and strengthen this awareness.

Concepts affecting health integrate into existing curricula for health and science. Careers in health and food production are also identified.

Each grade level has a different set of activities designed for that grade level's interests and traditional activities. Each activity builds upon skills gained in the preceding grade's activity for that concept. These are exemplary lessons and may need to be adapted for use in a specific classroom.

Each lesson involves an activity. All activities involve oral communication skills. Some activities use illustrative, dramatic, or written skills. The skill required by the activity depends upon the students level of knowledge.

SYMBOLS

Each lesson plan uses symbols to indicate

materials needed

reference materials for student use -- books in large italic capitals -- films, filmstrips, pamphlets in italic.

outline of teaching procedure

outline of student activities

BACKGROUND INFORMATION for the teacher's use and RECIPES are included when necessary.

EQUIPMENT

Each school should make available to every classroom upon need:

dish sponge
mild detergent
wax paper
several sets of graduated measuring cups and spoons
liquid measuring cups
paper towels
large bowl (4 quart)
small bowl (2 quart)
large stirring spoon
covered pitchers
rubber scrapers
hot pads
electric fry pan or selection of covered saucepans and hot plate
manual can openers
disposable dishes and silver as needed
laminated National Dairy Council Food Models

Other equipment will be needed as each lesson indicates.

Plans for a portable mini-kitchen will be available after January 1, 1976.

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MAKING NUTRITION EDUCATION COUNT

GRADE 2

LESSON CONCEPT	PAGE NUMBER
Affecting bodily well-being by using models for diet selection	2-1
Preparing food in different forms	2-2
Accessibility of food affects food choices	2-5
Effect of advertising on food choices	2-6
Family food traditions affect dental health	2-8
Effects of peer influence on food habits	2-11
How to keep food safe temporarily	2-16
Controlling bacterial growth in food	2-18
Treating foods to prolong safe usage	2-20

CONCEPT: Affecting bodily well-being by using models for diet selection

GENERALIZATION: Eating foods from the four food groups each day helps to promote bodily well-being.

BEHAVIORAL OBJECTIVE: The student will identify foods from the four food groups which they will eat to make them feel good.

* *

--*"Meals and Snacks for You"* (set of 4 posters)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

--Read the following unfinished sentences to the students. Ask them how they would answer each one. Write their answers on the overhead projector or chalkboard.

"If I forget to eat before I come to school in the morning, I ....."

"When I'm hungry, I feel ....."

"If I ate the same food everyday, I would ....."

The students answers should point out that skipping meals and not eating a variety of foods leads to problems such as illness, feel tired, and bored with eating.

Ask the students to name some foods that would make them feel good. Record foods on the overhead projector or chalkboard. When the list is completed, ask the students to pick out the milk or dairy foods, meat, fruits and vegetables, breads and cereals. Help the students write a short paragraph telling what foods they should eat everyday to make them feel good.

--Complete unfinished sentences.
List foods.
Write class paragraph about foods to eat everyday in order to feel good.

ADDITIONAL ACTIVITY: Make a grab bag. Use a paper sack with food models in it. Students will take a food from the bag, name the food, and indicate which group it belongs in.

CONCEPT: Preparing food in different forms

GENERALIZATION: A food can be prepared and served in more than one form.

BEHAVIORAL OBJECTIVE: The student will follow a simple recipe to prepare an individual serving of vanilla ice cream using an improvised freezer.

* *

--Picture recipe (attached)

--*PEANUTS, POPCORN, ICE CREAM, CANDY AND SODA POP AND HOW THEY BEGAN* (teacher read to class)
Solveig Paulson Russell
Abingdon Press
Nashville and New York

--Assemble materials for making ice cream.

Ask students if they have ever made ice cream: What foods are used in making it? Help students think of some foods made from milk. (cheese, cottage cheese, pudding, cream soup, milk shake, egg nog)

Direct students in preparing mixture for ice cream and making individual freezers. Explain why salt is added to the ice and where the frost on the can comes from. (Salt is added to melt the ice in the freezer. Frost on the can comes when the moisture in the air contacts the outside of the cold can.)

--Make ice cream freezer.
Prepare ice cream mixture and freeze ice cream.
Name ingredients used.
Name other foods prepared from milk.

ICE CREAM (Approximately 15 -- 1/3 cup servings)

EQUIPMENT

Measuring cup (1 cup)
Measuring spoons (1 teaspoon, ¼ teaspoon)
Approximately 1 pound crushed ice per student -- in winter use snow
Small package rock salt
Mixing bowl
6 ounce can for each student (frozen juice cans -- metal cans are best, if fiber cans are used wrap in aluminum foil)
Popsicle stick or spoon for each student
Half gallon milk carton cut in half for each student

FOOD

4 cups cream (you can use half and half)
1 cup sugar
1 teaspoon vanilla
¼ teaspoon salt

Combine the ingredients in a large bowl and stir.
Refrigerate the mixture overnight.
Cut ½ gallon milk carton in half to be used as the freezer baskets.
Pour the ice cream mixture into the 6 ounce juice cans. Fill each can about half full.
Place the can inside the milk carton.
Layer ice cubes and rock salt around the can.
Stir the mixture with a popsicle stick or spoon until the ice in the carton melts and the mixture becomes stiff.

NOTE: As the ice melts pour off the water. Warn students to keep rock salt out of the ice cream mixture. It may be necessary to add more rock salt to speed freezing process.

ICE CREAM

Mix... A

CREAM

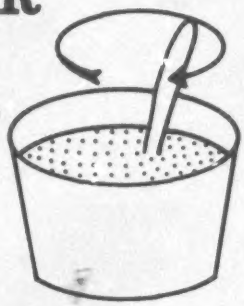
SUGAR

1 teaspoon

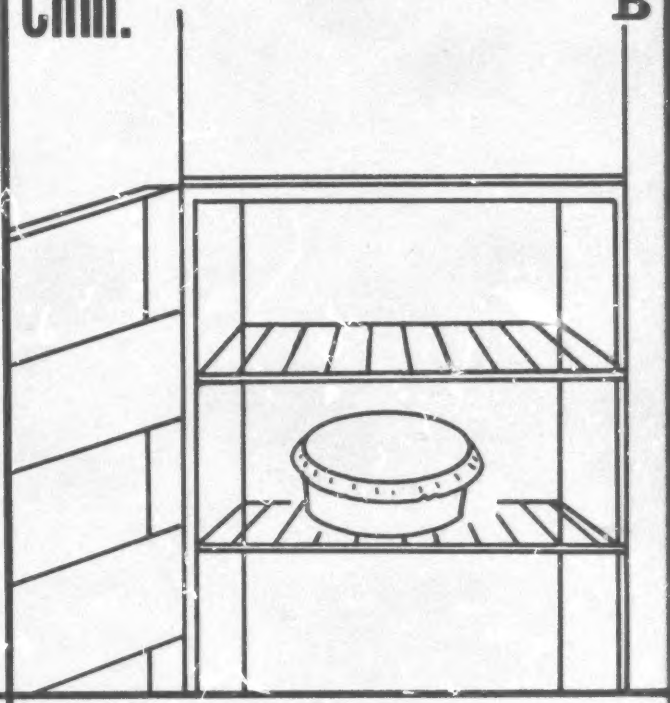
VANILLA

1/4 teaspoon

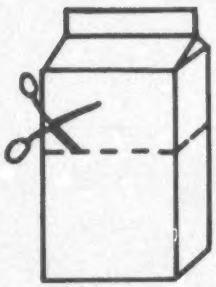
SALT

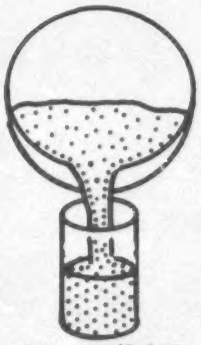


Chill. B



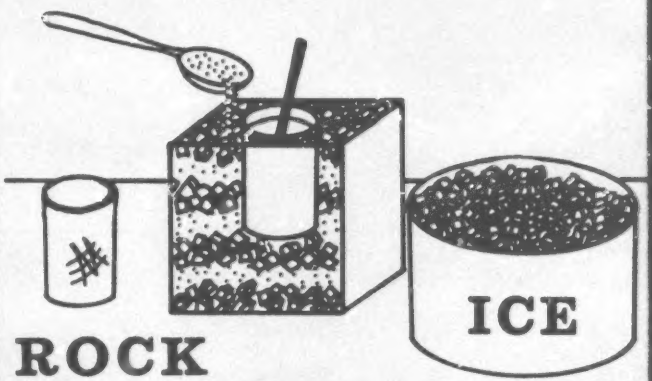
Make Freezer. C





Fill can 1/2 full

Freeze. D



ROCK SALT

CONCEPT: Accessibility of food affects food choices

GENERALIZATION: Flour for making bread and macaroni products is milled from hard red spring wheat and durum.

BEHAVIORAL OBJECTIVE: The student will be able to identify some foods they eat regularly as products made from wheat flour.

* *

--Collection of packages or labels from foods made with wheat flour
Suggestions:

bread	rolls	hamburger bun
pizza	macaroni products	

Samples of flour, macaroni, spaghetti.

--*"The Story of Wheat"*
Great Plains Wheat, Inc.
Suite 340
1030 -- 15 Street, N.W.
Washington, D.C.

--Arrange the collection of packages and labels in grocery store fashion. Take the children on an imaginary trip to the grocery store. Pick up each item and read the ingredients listed on the label (leave out difficult or complex ingredients and stress the flour in each).

After all the labels have been read, help the children determine that one ingredient common to all is wheat flour.

Talk about the farmers who grow the wheat on large farms. You may wish to point to the northern tier of states where wheat grows on a United States map. Discuss the machinery used to prepare the fields for planting, seeding, fertilizing, cultivating, and harvesting. Explain that grain is stored in elevators until time to be shipped to market by truck, train, or boat. It goes to large mills where it is ground into flour. From the mills the flour goes to bakeries and other food plants to be made into the bread and macaroni products we buy at the grocery store.

Talk about some ways families use these foods e.g. pizza, toast, spaghetti, and pie crust.

--Take imaginary shopping trip with teacher.

ADDITIONAL ACTIVITIES: Make bread.
Cook macaroni products. Observe before and after cooking.

CONCEPT: Effect of advertising on food choices

GENERALIZATION: Since food choices are often made on the basis of advertising, it is important to be able to evaluate the claim made for products advertised.

BEHAVIORAL OBJECTIVE: The student will evaluate advertisements for truthfulness of claims in ads about foods.

* *

--Copy of newspaper advertisement for Hot Shots Candy (attached)

--Duplicate Hot Shots Candy ad. Tell the children you read an unusual ad for candy and you want to share it with them. Read the ad and discuss it with the students.

DISCUSSION QUESTIONS:

Do you believe this ad; Why or why not?
Do you ever ask your parents to buy a certain food because the advertising influenced you?
Have you sometimes found out after you tried the food that it was different than you expected it to be?
Was it better or not as good as you thought it would be?
Do you think advertisements should tell the truth about the products they sell? Why or why not?

Direct the students in writing food ads. Decide on food products to advertise. Write either a truthful or untruthful ad. Evaluate the ads on the basis of information presented, truthfulness, or untruthfulness.

--Evaluate Hot Shots Candy ad.
Write food ads.
Evaluate food ads written by students.

HOT SHOTS

the best food buy!

YUM·M·M·M·MY

Only one piece of Hot Shots will give you enough quick energy for a whole day's play.
Everyone will love playing with you when you eat Hot Shots!

HOT SHOTS

CONCEPT: Family food traditions affect dental health

GENERALIZATION: Everyone has a desire to eat sweets at sometime, making candy an all time favorite food, which is acceptable when eaten right after meals and when teeth can be brushed as soon as possible after eating candy.

BEHAVIORAL OBJECTIVE: The student will compare a sweet made in colonial times and a modern candy and determine appropriate time for eating such foods.

* * * * * * * * * * * * * * * * * * * *

--Recipe for Peanut Butter Kisses (attached)

--*"Dry Milk in Every Meal"*
Agricultural Extension Service
University of Minnesota
St. Paul, MN 55101

PEANUTS
Millicent E. Selsam
William Morrow and Co.
New York, NY

"Learning About Your Oral Health -- Level I"
American Dental Association
211 East Chicago Avenue
Chicago, IL 60611

--Duplicate picture recipes.

Discuss eating sweets and candy with students.
What is your favorite candy?
Do your parents ever tell you you shouldn't eat so much candy? Why not?
Who else tells you not to eat so much candy? (dentist)
Has anybody every told you what a "sweet tooth" is?
Do you have a "sweet tooth?"
Is it alright to eat candy sometimes? When? (right after meals, and then brush your teeth as soon as possible after eating it)

Prepare Peanut Butter Kisses with the children. Use yellow colored jam or honey for an appealing color. Up to ¼ cup chopped nuts, oatmeal, wheat germ, sunflower seeds or cocoanut can be added. The small shaped pieces can also be rolled in crushed cereal or coconut flakes.

--Discuss candy and sweets now and in the past.
Compare ingredients used in candy making today and in the past.
Discuss eating candy and sweets as related to dental health.
Make Peanut Butter Kisses with the teacher.

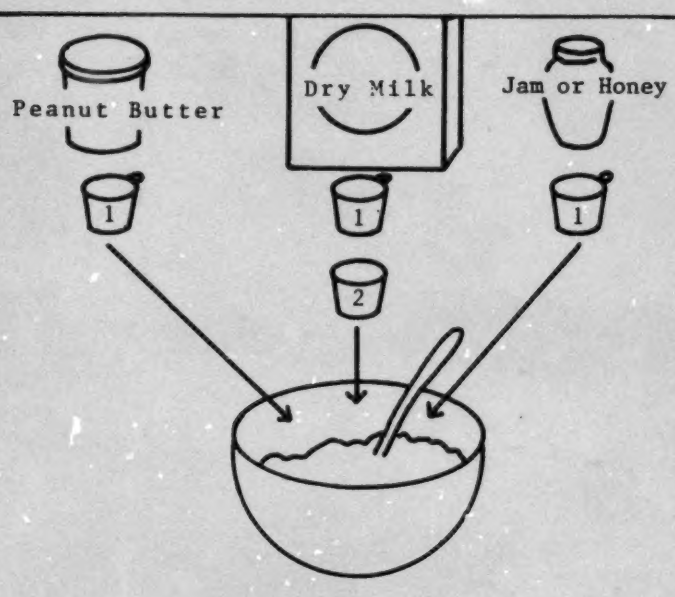
ADDITIONAL ACTIVITY: Read a biography of George Washington Carver.

BACKGROUND INFORMATION

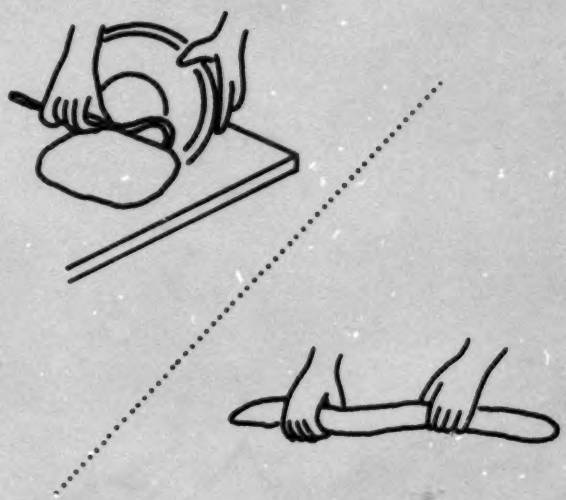
Early American sweets were always homemade. Ingredients were scarce but good tasting candies were made from the sweet supplies on hand. The sugar was imported and only the wealthy used it.

A colonial sweet was peach or apricot leather, which can be purchased at candy stores today. Dried fruits are ground and mixed with water and a small amount of sugar is added. This mixture is spread very thin and allowed to dry. The dried sheets are then rolled. To eat this sweet, bite-size pieces are torn from the roll.

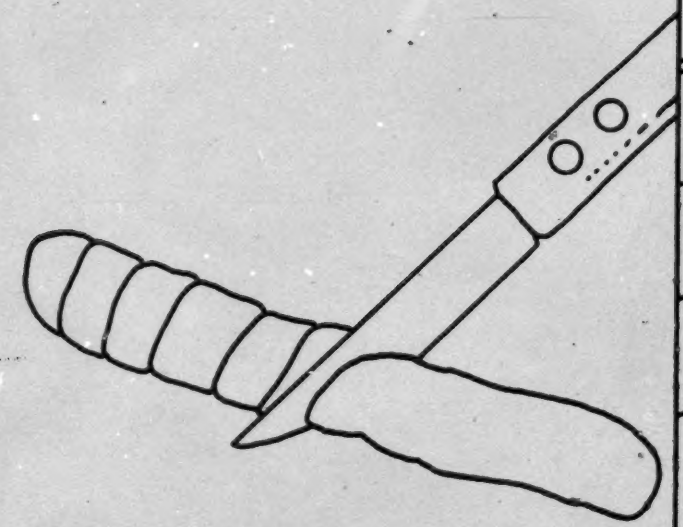
PEANUT BUTTER KISSES



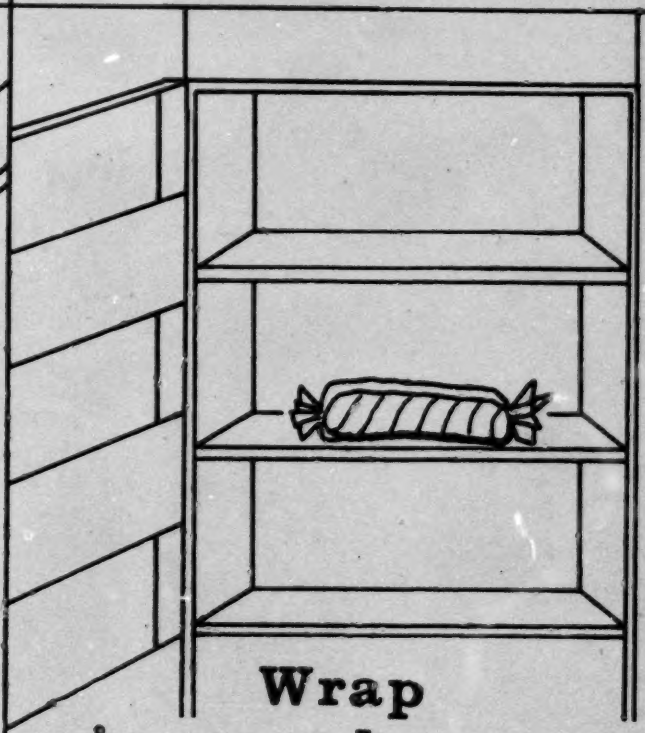
Mix.



Shape into a roll.



Cut in small pieces.



Wrap in waxed paper.

CONCEPT: Effects of peer influence on food habits

GENERALIZATION: Food choices of individuals may be a result of indirect influences such as peer influence.

BEHAVIORAL OBJECTIVE: The student will identify foods they learned to eat because of peer influence.

* * * * * * * * * * * * * * * * * * * *

--Flannel board
Flannel board story (pictures and scripts attached)

-*IS THIS MY DINNER*
Irma Simonton Black
Albert Whitman and Company
Chicago, IL

-Color and cut out flannel board pictures. Read flannel board story to the students. Discuss with students foods they have learned to eat.

Have the students complete the story with foods they eat because someone else eats them.

--Listen to flannel board story.
Discuss new foods.
Name foods they learned to like because their friends liked them.

ADDITIONAL ACITIVITY: Taste broccoli and/or other unfamiliar fruits and vegetables.

FLANNEL BOARD STORY

Danny and Lisa (1) live on the same block. (2) They are in the second grade. Sometimes when they are walking home from school they talk about the things they did in school. They talk about the books (3) they read and the math they learned (4).

Today Danny told Lisa about his new puppy (5). He said the veterinarian told him puppies need special puppy food. This food gives puppies a lot of energy to play. It helps them grow into strong, healthy dogs.

Lisa said her pet gold fish (6) were healthy because she feeds them special food too, but fish food and puppy food are not the same.

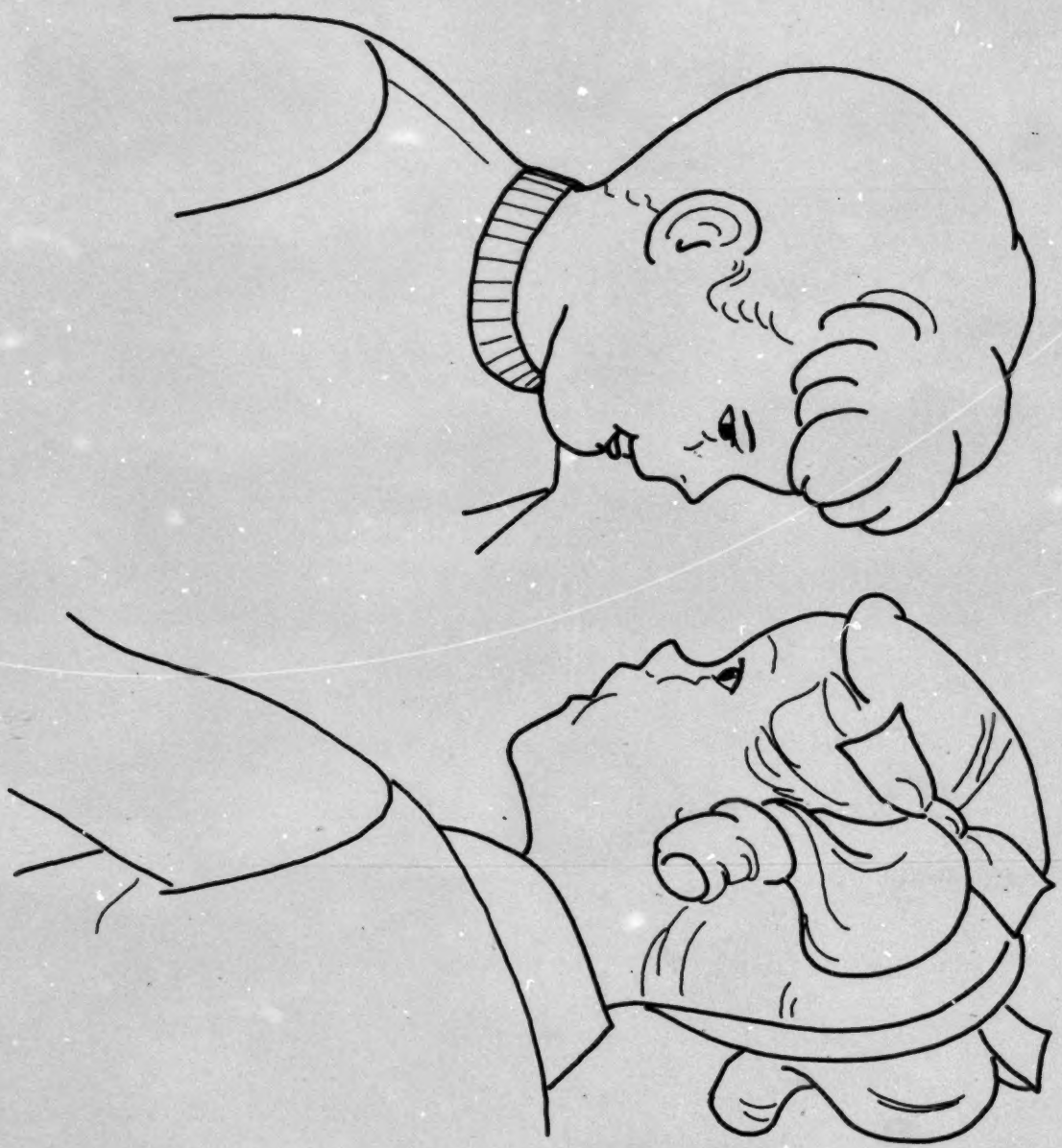
Danny and Lisa talked about the differences in fish food and puppy food.

(At this point in the story, stop briefly and let the students tell about their pets and the food they eat.)

Talking about food made Danny and Lisa think about today's health class in school. Their teacher talked about forming good eating habits. The children agreed that almost all boys and girls like milk (7). They discovered that many of the boys and girls chose peanut butter sandwiches (8) for an after school snack when they went to play at their friends homes.

Sometimes they ate food at their friends homes that they had never eaten before. Lisa remembered that she had tasted broccoli (9) for the first time at Danny's house. After that Lisa asked her mother to serve broccoli for dinner sometimes because she found that it was so good. Danny and Lisa felt sure many of their friends learned to like new foods because someone else likes them too.

(Ask the students to recall times when they have tried foods at someone else's house or in school lunch for the first time and found that they liked them.)



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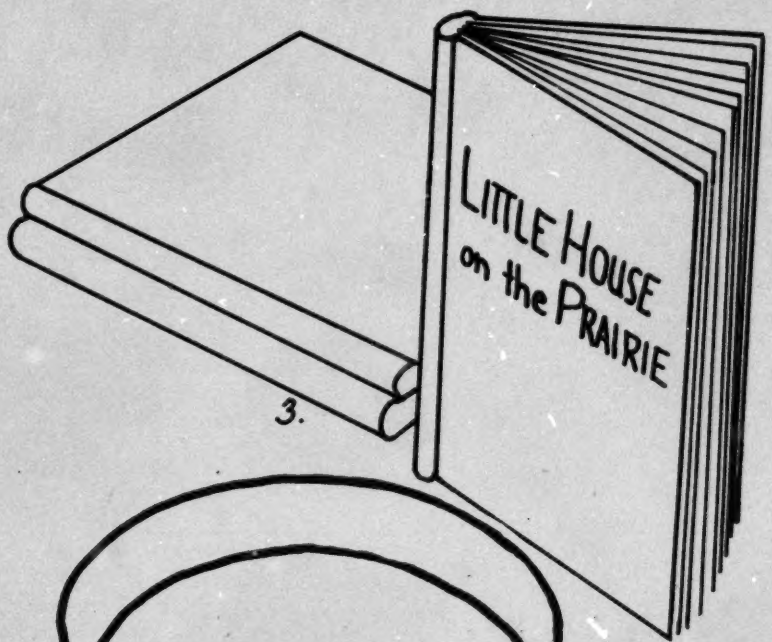

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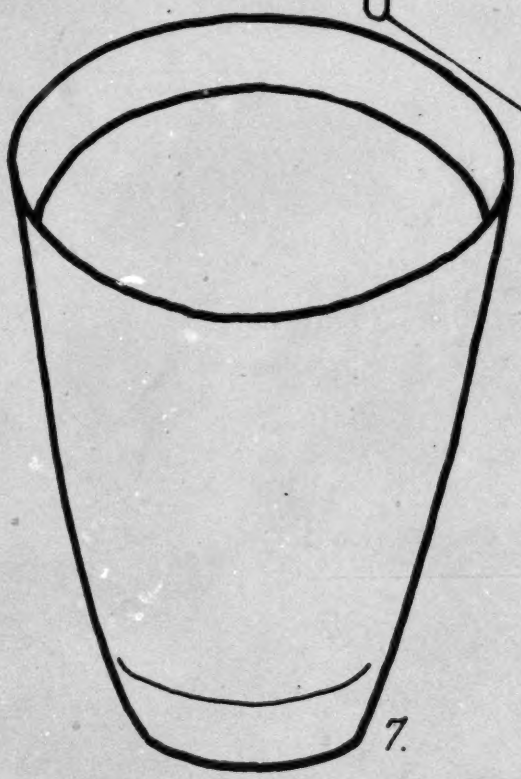

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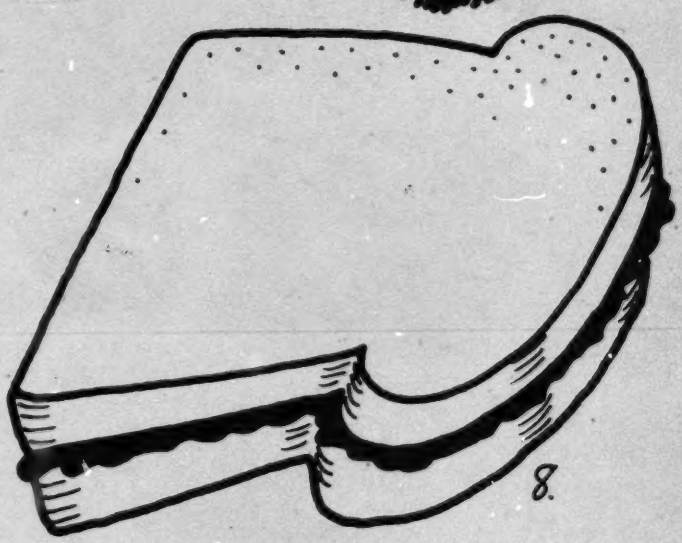

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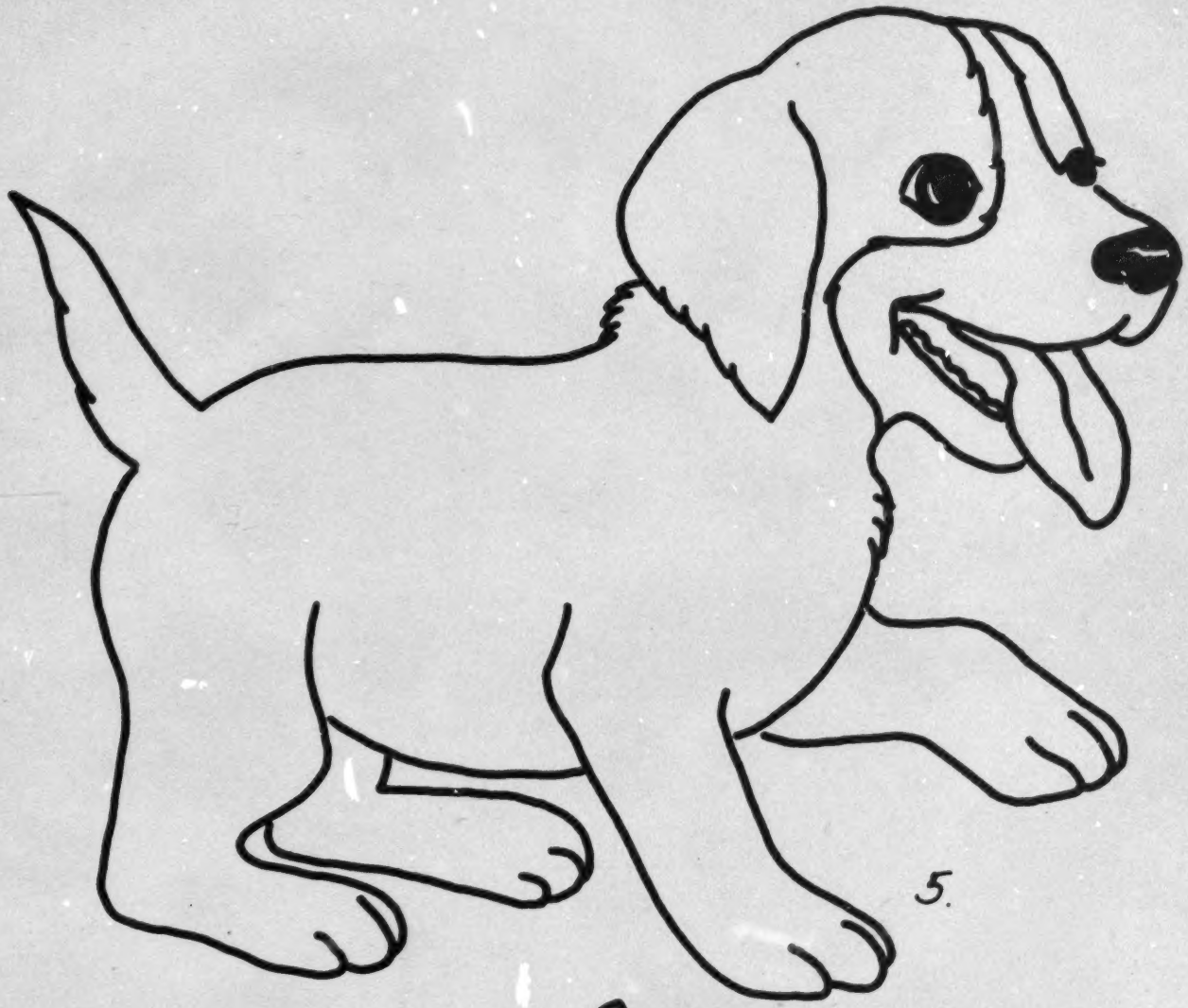
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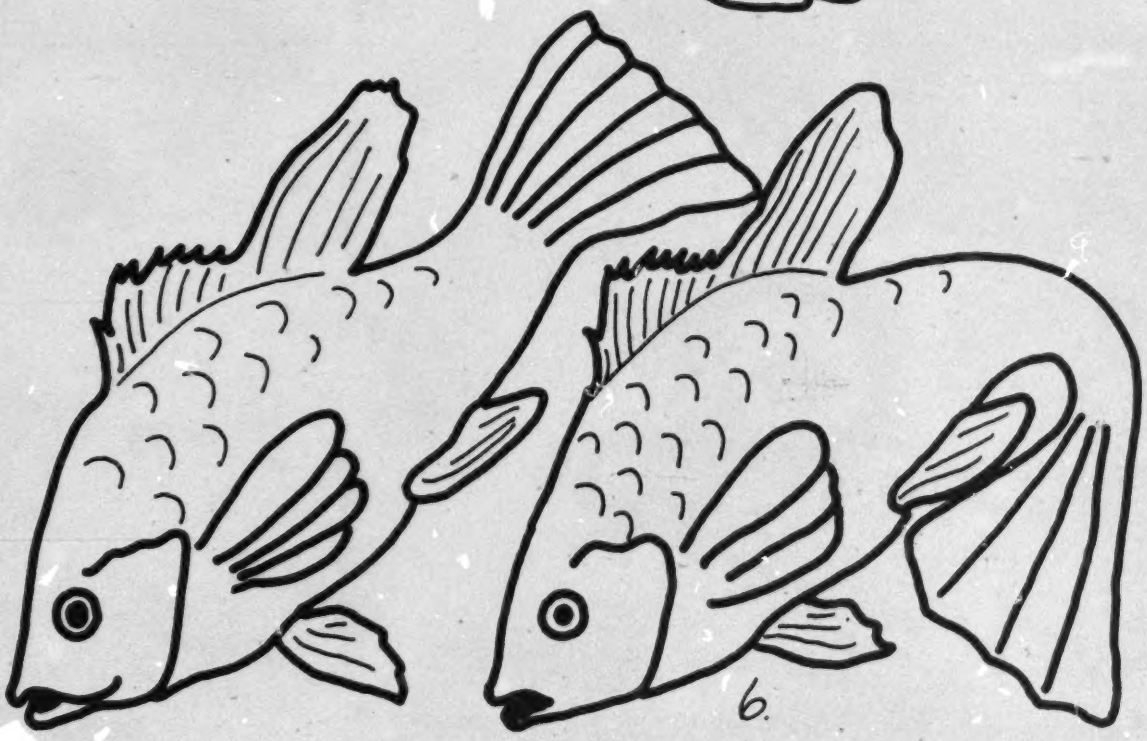
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CONCEPT: How to keep food safe temporarily

GENERALIZATION: Grocery stores are equipped to store all kinds of foods safely and efficiently.

BEHAVIORAL OBJECTIVE: The student will observe and report to the class on storage methods used in grocery stores.

* *

--Empty food packages and labels for classroom grocery store
Poem "Grocer" (attached)

--*"Supermarket Shopping"* (slide series -- free loan)
Minnesota Instructional Materials Center
3300 Century Avenue North
White Bear Lake, MN 55110

LET'S GO TO A SUPERMARKET
Victoria L. Chapman
G.P. Putnam's Sons
New York, NY

I KNOW A GROCER
Lorraine Henriod
G.P. Putnam's Sons
New York, NY

"The Supermarket" (film)
Alfred Higgins Productions
9100 Sunset Boulevard
Los Angeles, CA 90069

--Introduce the lesson by reading the poem "Grocer" to the students.

Arrange a field trip to a grocery store or show slide series or film. Tell the students to observe ways foods are packaged, the shelving, coolers, freezers used in each section of the grocery store (dairy, bakery, canned and frozen foods, fresh produce, staples, meat, cereal).

Assign groups to set up these sections and report to the class on why the foods are stored as they are.

--Take field trip to a grocery store or view slide presentation or film.
Set up food store.
Prepare reports on food storage in a grocery store.

*GROCER

A grocer puts out on display,
The foods we need to have each day.
The fruits and vegetables we eat,
The butter, cheeses, soups and meat,
Cold milk, fresh eggs, and loaves of bread --
These foods help us to be well fed.

When I'm a grocer, I'll be sure,
That all my foods are fresh and pure,
So when my neighbors go to shop,
It's in my store that they will stop.

*Food and Nutrition for Elementary Grades
Salt Lake Board of Education

CONCEPT: Controlling bacterial growth in food

GENERALIZATION: In many instances bacteria is responsible for the contamination of food, therefore, containers used for keeping preserved foods must be sterilized.

BEHAVIORAL OBJECTIVE: The student will observe as the teacher sterilizes the Mason Jars and prepares the lids to be used for food preservation and will understand that this process kills bacteria responsible for food spoilage.

* *

--This lesson and Treating foods to prolong safe usage must be taught together
Directions for sterilizing jars (attached)
Stove (other heating unit)
Mason Jars
Jar lids
Kettle (large enough to hold 2 jars and enough water to cover the jars at least one inch)
Small pan for lids
Teakettle or sauce pan for boiling water

--*"Kerr Home Canning Book"* (teacher reference)
Kerr Glass Manufacturing Corporation
Consumer Products Division
Sand Springs, OK 74063

--Duplicate directions for sterilizing jars.

Tell the students that bacteria in foods and on utensils cannot live in very high temperatures. This is why jars to be used for storing preserved foods must be sterilized by boiling them for 15 minutes. The water is boiling when large bubbles form.

While students watch you, carefully lower jars into kettle of boiling water. Ask the students to help you time the process for 15 minutes.

Sterilize jars and prepare lids for making pickles.

--Learn one way of killing bacteria.
Follow sterilization process with teacher.

BACKGROUND INFORMATION FOR STERILIZING JARS

EQUIPMENT NEEDED

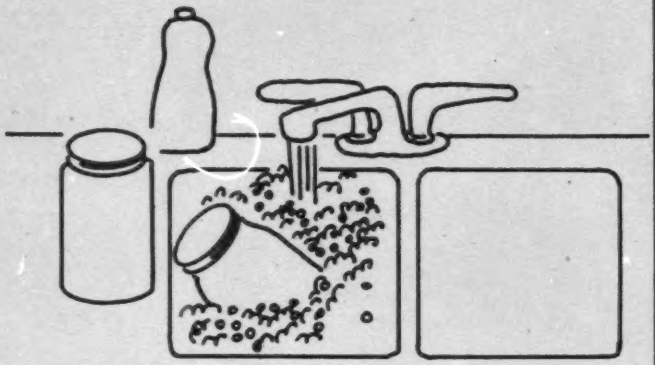
Heating unit
2 Mason jars (pint size)
2 jar lids and rings
1 quart sauce pan
Jar lifter or tongs
Kettle (approximately 1 gallon size so water covers jars at least ½ inch)
Rack to fit bottom of kettle
Hot pads
Funnel

Wash jars thoroughly with soap and warm water. Rinse well, place in pan with a rack or folded cloth on the bottom. Cover jars with water. BOIL FOR 15 MINUTES. Jars should remain in this hot water until ready for use.

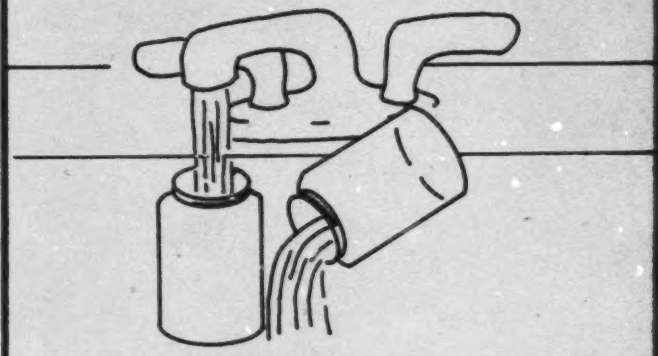
Scald lids by placing them in pan and pouring boiling water over them. Do not boil but let them stay in water until ready for use.

STERILIZING JARS

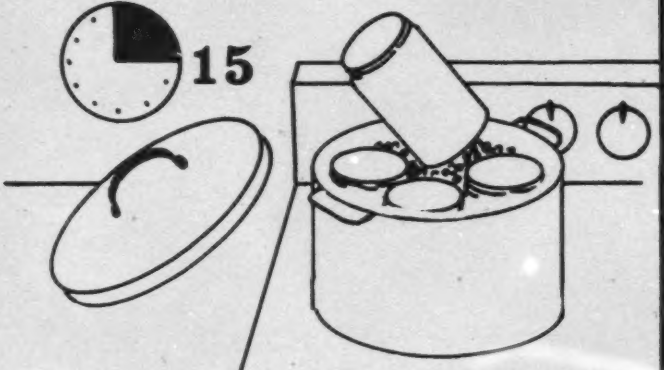
WASH



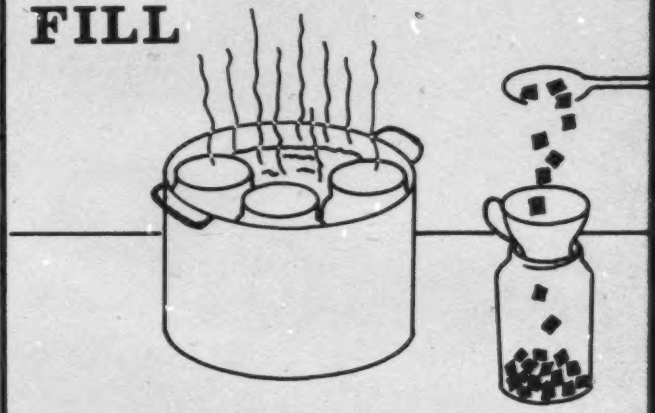
RINSE



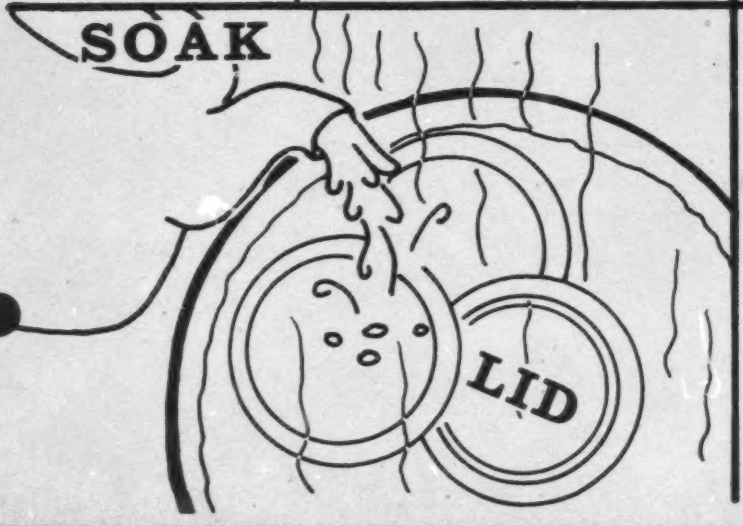
BOIL



FILL



SOAK



SEAL

CONCEPT: Treating foods to prolong safe usage

GENERALIZATION: Foods which have been preserved by one of a number of methods can be eaten in place of fresh foods.

BEHAVIORAL OBJECTIVE: The student will observe the use of the pickling method to preserve selected vegetables.

* *

--Ingredients for pickles
Recipes (attached)
Coloring page

--Prepare a mural or bulletin board of empty shelves to be filled later with the students completed worksheets.

Write the word "preserve" on the chalkboard. Pronounce it for the children and ask them to tell you what the word means to them. Tell them what the word means relating it to food preservation. Ask for reasons why foods are sometimes preserved. Ask them to name some preserved foods they have eaten.

Prepare one of the recipes for pickled vegetables in a vinegar solution.

Tell students to complete the worksheet by drawing pickled foods they have eaten and cutting out the picture to place on the bulletin board shelves.

--Learn the meaning of "preserve."
Assist in making pickles.
Complete coloring page by drawing pictures of other pickled foods.

*PUMPKIN PICKLES

EQUIPMENT

Heating unit
Knives
Cutting board
Small sauce pan
Measuring cups
Measuring spoons
Hot pads

FOOD

4 cups peeled, cubed, pumpkin
3/4 cup white vinegar
1 cup sugar
¼ cup dark corn syrup
10 cloves
1½ teaspoons cinnamon
1 teaspoon salt

Cut the pumpkin into one inch cubes.
Combine pumpkin with the vinegar, sugar, corn syrup, cloves, cinnamon and salt in a sauce pan.
Bring to a boil and cook over low heat until pumpkin looks translucent or until it is easily pricked with a toothpick.
Pack into two one pint sterile jars and seal.
Refrigerated, these will keep three months.

**ART OF JEWISH COOKING,* Jennie Grossinger, Bantam Books, Inc.

*PICKLED CARROT STICKS

EQUIPMENT

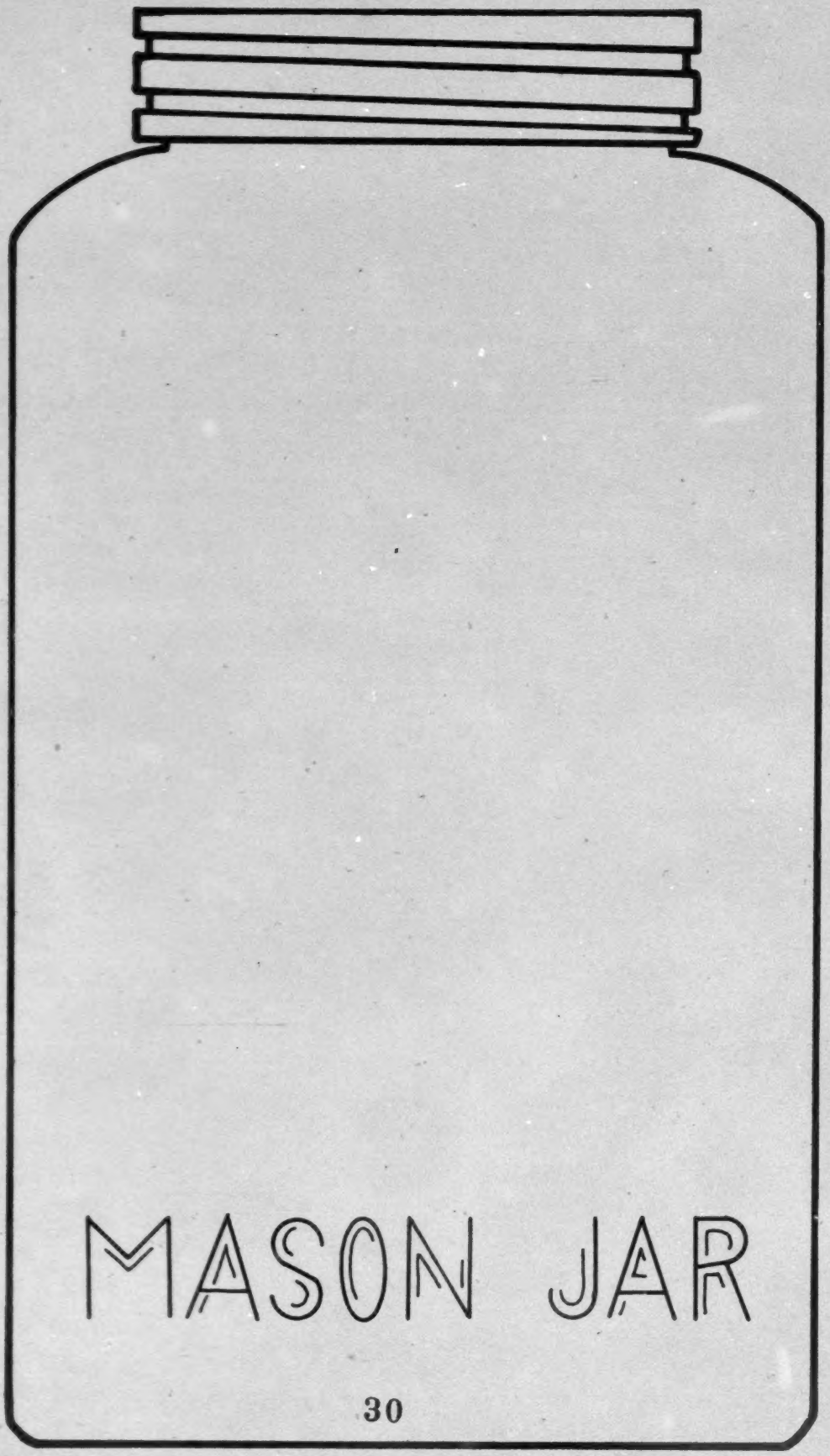
Heating unit
Vegetable peeler
Knives
Cutting board
Spoon
Measuring cups
Measuring spoons
2 quart pan

FOOD

1 pound carrots, peeled
3/4 cup vinegar
3/4 cup water
½ cup sugar
1 teaspoon mixed pickling spices

Slice the carrots in thin sticks; cover with boiling salted water and cook 10 minutes. Drain.
Combine vinegar, water, sugar, and spices in a two quart saucepan.
Bring to a boil over moderate heat, then simmer three minutes.
Pack carrot sticks in sterilized jar and cover with the hot liquid. Seal.
Makes about two pints. Store in refrigerator no longer than three months.

**PICKLES, RELISHES AND PRESERVES,* Beatrice Vaughn, The Stephen Greene Press, Brattleboro, VT.


MASON JAR